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ABSTRACT

This guide is intended to assist Private Industry Council (PIC) members in developing competency standards for youth programs receiving Job Training Partnership Act (JTPA) funds. Discussed first are the benefits of competency standards to PICs and service delivery areas (SDAs). The various components of program standards (types of skills, skill levels, assessment and measurement criteria, documentation, and certification) are described. Examined in the concluding section are eight steps involved in the process of identifying competencies. An appendix to the manual includes an annotated list of eight resources dealing with developing standards for JTPA programs for youth. (MN)

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Youth Programs And The Job Training Partnership Act

Developing Competency Standards:

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A Guide For Private Industry Council Members

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YOUTH PROGRAMS AND THE

JOB TRAINING PARTNERSHIP ACT

Developing Competency Standards: A Guide For Private Industry Council Members

September, 1984

A C K N O W L E D G E M E N T S

This guide was developed through the delivery of on-site technical assistance provided by the National Association of Private Industry Councils over the past year. During this technical assistance it became evident that PIC members could become very excited about the concept of developing a competency system - as identified in the Job Training Partnership Act - if the notion could be described in terms that were less technical in nature. This manual has been designed with that lesson in mind. I have tried to keep it short and easy to read and have tried to stay away from "technical" vocabulary. Hopefully, words that planners and writers of competencies understand immediately have been defined for business members in terms that will assist them in understanding and discharging their responsibilities in their volunteer role as PIC members.

The purpose of this manual is two-fold. First, for PIC members to read and to be introduced to the concept of competencies in understandable terms. Second, it suggests a simple process by which PIC members and their staffs may begin identifying competencies and developing a system.

I would like to extend my sincere appreciation to all those who contributed to this publication. Particularly the sites that allowed me to "experiment" with this process. Without the contributions of the Birmingham, Alabama PIC, Pittsburg-Allegheny County PIC, and the Benton Harbor, Michigan PIC the information contained in this manual would not have been given a reality test.

A special note of appreciation goes to the Edna McConnell Clark Foundation and the Charles Stewart Mott Foundation for their continued commitment and support of the total NAPIC youth project. I have especially appreciated the contributions of Frank Rueda of the Clark Foundation and Jon Blyth of the Mott Foundation.

I would like to thank all of my colleagues who took the time and energy to review this manual. Special thanks to Jim Beckham, Linton Gay, and Bruce Ritenburg, III, who as PIC Chairs have had the difficult task of putting this process in place. Thanks also to Eric Butler, Peter Comart, Susan Curnan, Fred Frederick, Sue Manzo, Linda Rottman and Rick Spill. Their critiques were invaluable to the final product.

This project would not have begun, continued nor resulted in this manual without the support and insights of Francis Rosi. A special debt of gratitude is owed her for her work on this manual, as well as for her friendship.

Finally, thanks to Robert Knight, Executive Director of NAPIC whose support and commitment to this project has fostered its growth.

Lori Strumpf

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INTRODUCTION

As a Private Industry Council (PIC) member in your area you are aware that 40% of the funds that your Service Delivery Area (SDA) receives through the Job Training Partnership Act (JTPA) must be spent to provide training programs for young people. For an SDA to be successful in JTPA, a large number of young people must graduate successfully from the training programs. The options provided by the Department of Labor on how to define a successful graduate are limited. This manual will provide PIC members with another positive option - allowed by the Department of Labor - and provide guidance on how to develop that option.

This manual is designed for PIC members as a guide to the development of a system for defining and measuring specific achievement standards, or competencies, that are necessary for young people to get and keep a good job. A system of competencies developed by the PIC provides the SDA with another opportunity to conduct successful youth training programs.

The Job Training Partnership Act (JTPA) creates a different way of doing business from past employment and training legislation. With the Act's focus on training, placement and performance, a careful strategy must evolve through thoughtful planning that will deal effectively with disadvantaged youth and adults for both the short term objective of obtaining jobs and the long term objective of making people self sufficient through employability skills. The Act speaks to investing in human capital. This investment will pay dividends only if it begins to break the cycle of unemployment by preparing people to meet the employment needs of business. PICs have the responsibility and opportunity for setting policies and outlining strategies that will achieve these goals.

The Act's mandate that 40% of the resources available under Title II-A (Training for Disadvantaged Youth and Adults) be spent on disadvantaged youth provides Private Industry Councils with an opportunity and a challenge. The challenge for PICs is to develop programs that assist youth in getting and keeping jobs while providing some of the tools they need to advance in the

work force. The opportunity in your role as a PIC member is in identifying and defining those skills that are necessary to get and keep a good job.

The Act recognizes the importance of the business community in identifying local job opportunities and in creating training programs that will respond to local economic needs. The Act focuses this involvement by creating a system that is primarily concerned with the placement of disadvantaged youth and adults in private sector jobs. Even with this as a primary focus, Congress recognized that young people may have different training needs from adults and that young people may not always benefit from training programs that have immediate job placement as the only available outcome.

The legislation offers an opportunity to local private industry councils to plan programs that will offer a variety of desirable outcomes for youth. In this way, PICs and SDAs may plan a mix of youth programs that focus on long term gains as well as short term, one-time job placements. Without such a system, local PICs are left with few options for positive outcomes for young people other than placement on a job. Those few options leave little room to operate effective programs for in-school youth or others who may need to be brought "up to speed."

In other words, if a PIC can state clearly and in measurable terms what skills a young person must master to become employable over the long term, then youth programs can be planned, operated and evaluated against these standards in addition to that of immediate job placement. Through a mechanism referred to in the legislation as "recognized employment competencies," each private industry council may develop a system for defining and measuring specific competencies required of young people for continued and substantial involvement in the labor force.

This manual will provide PIC members with a conceptual framework for development of a system of definable and measurable standards of achievement appropriate to the local youth population and to local employer expectations. The standards may be used to evaluate the results of specific youth programs as

well as to measure the accomplishment of individual participants. The Department of Labor has designated the attainment of specific competencies as appropriate outcomes for youth, not adults. Therefore, whenever this manual discusses programs and participants the remarks will pertain to youth programs and participants only.

The following information is included in this guide:

- What such a system will do for the SDA's total performance under JTPA;
- How such a system will make better youth programs from planning to operation to the evaluation of both the program and the participants;
- Identifying some simple steps to begin the process; and
- Identifying other resources that might help you in your development of a competency system.

SECTION I

WHAT SUCH A SYSTEM WILL DO FOR THE PIC/SDA

A. Meeting Performance

One of the major changes from CETA to JTPA has been the strong emphasis on system-wide standards of performance and measurement of program outcomes. The Department of Labor (DOL) has set performance standards, for adult participants (ages 21 and under), that recognize the different training needs and development patterns between hard-to-employ adults and disadvantaged youth. These performance standards (adjustable in some locales to allow for local differences in economic conditions, as well as other factors) must be met or exceeded if JTPA funds are to continue to flow.

The JTPA system of performance measurement and the methodology for adjusting the performance standards is complex and probably well worth a PIC orientation session by PIC or SDA staff. However, for purposes of our discussion, the following national requirements (non-adjusted) apply for youth programs under JTPA:

- 40% of all Title II-A SDA funds must be spent on youth (an SDA may adjust this figure based on the ratio of economically disadvantaged youth to economically disadvantaged adults as that ratio differs from the national ratio);

- of the total number of youths terminating from your SDA programs (graduates, drop outs, whatever) the following outcomes must be met or exceeded:

  - 41% must enter employment
    (defined as unsubsidized employment; registered apprenticeship program; armed forces)

- 82% must terminate from your programs in some positive fashion (defined as: entering non-Title II training; returning to full-time school; completing a major level of education; "youth employability enhancement terminations" - a special category for 14-15 year olds; attain specified level of competencies; and entered unsubsidized employment);

- Cost per positive termination may not exceed $4,900
  (total cost
  total # positive
  terminations)

These standards apply to the SDA as a whole. The numbers are taken in aggregate, and are not necessarily imposed on individual programs within the SDA.

What does all this mean to PIC members charged with responsibility for planning and oversight of JTPA activities? First, the mandated 40% allocation of SDA funds underscores the importance of carefully planned policies and strategies for serving youth. Second, the most stringent of the performance standards, requiring that 82% of youth coming out of your programs achieve a specified positive outcome, is very narrowly defined considering the probable range of knowledge, skills and behaviors that disadvantaged, unemployed young people may bring to your programs. If positive outcomes are limited to getting and keeping jobs, going into non-JTPA training, going back to or finishing high school or junior college, how many of the 16-21 year olds in your SDA (who may be illiterate, teenage parents, and/or totally unskilled and unexperienced) will be able to achieve these major milestones within the time frame offered by JTPA?

A more likely scenario for the young people in your area is that, if your programs are well planned and carefully managed, the trainees will begin to acquire the basic skills, understandings and attitudes needed for long term employment and will begin to build the base of increasingly complex work experience typical of the work patterns of the more advantaged population. The JTPA legislation recognizes these realities by defining one other category

of positive termination - attainment of PIC recognized youth competencies - which you may choose to exercise as an additional option in your SDA. If your PIC develops a system for defining and measuring the specific competencies required for long term employability in your area, you may not only provide the sort of training for youth that is logical and desirable, but you may also take credit for the results of such training in calculating your performance measures. Young people may achieve a number of intermediate and developmental objectives through these programs, which will result in far better long term results than the type of quick-fix or short term placement-oriented programming otherwise required to meet DOL performance standards.

B. Provide The Basis For Better Youth Programs

Although there is no necessity for applying your PIC recognized competency standards to all programs enrolling youth in your SDA (some programs are properly placement oriented), the development of such a system will affect all of your planning. Once the required competencies have been identified in measurable terms, a common thread is available to link all training programs. These competencies are the articulation of what the PIC knows employers require when hiring young people for entry level positions. The PIC has set the standards and guidelines around which curricula can be designed and evaluated for a variety of programs.

These standards, if properly set, can be invaluable to the PIC and program operators alike in maintaining the quality of programs and graduates so necessary for success and acceptance by area employers as well as maintaining credibility with the disadvantaged population. If the standards are set too high, employers may be happy, but eligible youth may be restricted to those with extremely high levels of competence at program entry (there may not be many of these) or those who may not reach the objectives within a reasonable time frame. If standards are set too low, your positive termination rate may look wonderful for a time, but your program will lack credibility with all of your publics - employers, youth, and the community at large.

The process of identifying competencies and skill levels required for entry level employability will help your PIC understand employer needs and the needs of the eligible population. This knowledge will lead to workable policies and strategies for your youth program. Some of the other elements of a competency based system will benefit your total program. For example, if, under your competency based system, you are going to assess a young person's competence or mastery of certain skills as he or she enters a program so that appropriate instruction or experience may be given, you are going to need good, reliable assessment methods to do the job. If you are going to keep track in some systematic way whether the youth is indeed learning what is being taught and progressing towards specific objectives, you will need an effective measurement approach or techniques and some method for managing the information generated by the system. Developing this kind of capability in your youth programs will be of obvious value in managing your total program.

JTPA dollars are scarce. A great many benefits and economies accrue to the type of management controls mentioned: trainees can be taught what they need to know, not what they already know; curriculum design and staff effectiveness can be evaluated and modified during a program year rather than on a pass/fail basis at the end of a contract period; the mix of program types and levels as well as participant characteristics and numbers can be managed rather than assigned on a random basis. And perhaps most importantly, these approaches can provide the capacity to control the quality of each program and program graduate.

SECTION II

WHAT IT WILL LOOK LIKE

The Department of Labor has identified three areas in which specific competencies may be developed. They are:

- **Pre-Employment and Work Maturity Skills** - these are skills a young person needs to identify career goals; exhibit good behavior and attitudes; and other skills that enable them to find, get and keep a job;

- **Basic Education Skills** - this category includes reading comprehension, math computation, listening and reasoning skills as they apply to the world of work. Our purpose is not to parallel the existing school system, but rather to offer basic education skills to young people as they are needed to function at certain job levels. For example, remedial education in reading and math might be offered because many participants are entering 2 or 3 reading levels below the absolute minimum to function in any entry level position in the local labor force;

- **Job Specific Skills** - these are the specific skills necessary to perform specific occupational skills and/or technical tasks at entry level positions.

At this time you are not required to identify and develop measures for all of the categories listed by DOL. One of the first steps in the process will be to decide which category you wish to focus on. You may wish to start with one or two and develop the others later. Your state may have established guidelines for developing competencies. In these guidelines the state may have

mandated a certain date or time frame by which each SDA would develop competencies for all three areas. You should check with your state to make sure you are operating within the guidelines.

While teaching young people the skills they need to get and keep a job, the program can utilize information collected during the teaching process to check whether the competencies are appropriate. Implementing a competency-based system will provide the tools that will allow you to evaluate whether the standards are too high or too low. If the standards are set too low, participants in training programs, while they may successfully complete the training, will not learn anything that is of use to them for active participation in the labor force. On the other hand, if the standards are set so high as to assume an already high level of competence among participants before they even enter a training program, PICs may find that they have limited themselves to operating programs for youth who are already competent in certain job related areas or who will quickly attain the competencies set by the PIC. For those more qualified youth, placement in a job ought to be the program's objective.

There are several elements of a good formalized system of competencies. These elements lend themselves to the planning and operation of effective youth programs. While these elements are developmental and do not all have to be in place immediately to begin, it is important that they have been addressed. Section III of this manual will identify some options for dealing with these elements when all of them can not be fully developed immediately.

The elements are:

- **Skill levels** - specific standards of achievement (competencies) that are clearly defined by behavioral objectives;

- **Assessment** - the ability to assess participants for skills they already have when they enter the training and an ability to assess what the training accomplished with the participant upon "graduation";

- **Measurement** - the ability to determine the progress a young person is making while in the program learning the competencies;

- **Documentation** - the ability to document (record) the attainment of certain competencies once they are achieved during the course of the program; and

- **Certification** - the ability to certify (to the employer community) that program youth have mastered the competencies recognized by the PIC.

SECTION III

SIMPLE STEPS TO BEGIN THE PROCESS OF IDENTIFYING COMPETENCIES

The Task At Hand

The following suggests one approach to get the process started in your SDA. This approach can be modified to fit your own local needs and can also be used to re-evaluate and update a system already in place in the SDA.

STEP 1. Subcommittee of the PIC

A subcommittee of the PIC may be assigned the responsibility for development of the competency system. In many areas this has been the subcommittee responsible for training, program planning and evaluation, or for youth.

The purpose of a subcommittee taking the responsibility is twofold. First, since most important business of a PIC is handled in subcommittee, the assumption can be made that this too is an important program/policy activity for the PIC. Second, several decisions may have to be made regarding the system of competencies. For instance, as mentioned above - you have to decide what category of competencies you wish to begin developing. Even if the state has mandated all three for you, the PIC still has to decide which one to deal with first. These decisions are based on the range of services being offered by the PIC/SDA and on realistic expectations about how much staff time is available. A subcommittee can be empowered to make these working decisions on behalf of the entire PIC.

STEP 2. Working Group or Task Force

The Chair of the subcommittee may appoint a working group to identify the competencies and begin to develop the system. This work group should be broader than the members of the PIC. It should include:

- Educators (vocational, traditional, and alternative education)
- Community based organizations (CBO's)
- Program operators
- PIC/SDA staff
- PIC members - particularly one or more business representatives

It is important to try to include as many of these representatives as possible as well as others you may identify locally. Educators will be invaluable because they have been doing competency-based programming for years. Service providers (CBO's and others) will help to define the youth population and the capacity to teach certain competencies within the limitations of resources and program length. And PIC business members will lend a reality check to whether identified competencies are required in the local labor market. While there is no "correct" size for a work group, remember, it should be small enough to work! Eight to twelve might be a good starting number.

Once the work group has been appointed, the first task is to have an orientation session that presents an overview of what competencies are, how they will be helpful to the SDA and what the PIC/SDA's particular needs might be. While this orientation is specifically for the work group, interested members of the subcommittee as well as the entire PIC should be invited. This orientation should establish some common working definitions for the PIC.

The second task of the work group will be to identify required competencies for the SDA. Several questions should be discussed and issues addressed at the onset. They include:

- What are the goals and objectives for our total youth program?
- What does our eligible youth population look like?

- How do young people get into our programs?

- Which competency area do we wish to address first?

As this discussion progresses, possible skills necessary for youth to become employable will begin to emerge. List all of these to start.

This first meeting of the work group needs to be facilitated by someone with good group dynamic skills. The person does not necessarily need to be an "expert" on competencies, although that is certainly helpful. It is extremely important that all members of the work group contribute to the discussions. A rough list of skills that members of the work group think are important to get and keep a job ought to start being developed and recorded.

As the list develops certain questions should be asked:

- Do these competencies "fit" in the category we have selected (i.e., pre-employment/work maturity, basic education, or job specific skills)?

- Can we agree on clear definitions for the competencies on our list?

- Are they measurable? How?

- Do the competencies have indicators of performance?

  (in other words, "how will we know it when we see it?" How will a program participant demonstrate that he or she has become competent in a particular skill.)

- Do they begin to fit together into sub-categories or groups?

As these questions are answered the list should begin to be cleaned-up, by establishing which competencies are essential and which are not. Competencies like "loyalty" and "dedication," while extremely important, should be dropped

because they are not easily measurable. While all competencies cannot be measured objectively (by some paper and pencil test or other precise measurement tool) and while many will be somewhat subjective (measured by observable behavior) all of the competencies must have the ability to be defined in some valid behavioral terms.

At the end of this first meeting, PIC/SDA staff should be left with:

- A list of competencies appropriate to the chosen area;
- Possible sub-categories within which specific competencies can be grouped;
- Some definition of what the group meant when it identified "reliability" or "decision making skills," etc.; and
- An idea of how the work group felt about appropriate ways to measure these competencies and behaviors that would demonstrate a participant's attainment of each.

The issues of assessment, measurement, data management, documentation, and certification must be addressed and decided locally. Staff should compile an inventory of assessment and measurement tools currently used in local programs for review by the PIC. The PIC has several options. A PIC may decide to impose single methods of assessment, measurement, and documentation upon all programs within the SDA. Or the PIC may require program operators to specify what methods and techniques (paper and pencil tests; observable behavior; rating forms, etc.) they will use to assess, measure, and document outcomes of the competency system. Or the PIC may provide guidance in one area, for example, assessment, and require providers to specify how they will measure achievement and document performance. In any case, these elements must be defined and approved by the PIC as part of this system, and the methods by which they will be identified must be addressed.

Decisions have to be made on how to manage the information as it flows from this system. The state may set up certain requirements that affect these decisions made within the SDA. Staff should provide the subcommittee with information on management information systems currently in use or available.

One final decision. The staff may provide the subcommittee with examples of certification procedures. These may include a certificate of completion; letters of recommendation and/or any other suggestions for insuring that local employers, as well as participants, will have a way to know that a young person has successfully completed the program.

HINTS

- Do not reinvent the wheel - there are resources listed in this manual as well as others available to you. Look at what other people have done - use some of it, adapting it to local needs.

- The first meeting of the work group probably should be scheduled for 1-1/2 days. There is a lot of work to be done!

- Inform members of the work group (especially business members) that they will not do the writing. This is time consuming and will be done by staff.

STEP 3. Staff Work

Once the work group has completed its first meeting and the staff is left with the information identified under Step 2, the staff will be left with the task of organizing and writing.

Staff should take the information from the work group and write definitions for the specific competencies that include behavioral indicators of attainment.

For example: Let's say being on time was a competency identified by the work group.

Definition: The participant will demonstrate an acceptable attendance pattern. (not, the participant will demonstrate the ability to be on time)

How do we know it? By showing up on time 95% of the time during classroom training and 100% of the time when on the job site.

Documentation: Employer attendance records and program attendance records.

(For more on writing competency statements, see the Department of Labor Technical Assistance Guide, listed as a resource in the appendix of this manual.)

Once each of the competencies has been defined, "formalized," and organized into groupings (i.e., job search skills, occupational information skills, etc.) this should be sent out as a draft to all the members of the work group for their input. It is suggested that as part of this process the next task is one of validation. The Chair of the subcommittee might ask two or three business members of the PIC to review the list of competencies, or to ask their personnel directors to review the list. Either way, the goal is two-fold: you want another assessment on the appropriateness of the competencies and you want to begin to educate and involve other PIC members about the process.

Once the staff has received reactions on the draft from the work group and others, they go back to writing, organizing, and integrating the reactions.

At this point there are several choices. You might consider this a final draft and call the work group back together or you might choose to send the draft around again for more review and further suggestions.

STEP 4. Final Work Group Meeting

During this meeting you want to elicit final suggestions and comments. If there has been disagreement over definitions and behavioral indicators those should be discussed.

At this juncture an initial discussion around some implementation issues might be warranted. Primarily, most PIC members will want to know "How many competencies does a young person have to gain to positively terminate from the program?" The answer to this question is far from easy. Decisions made here will affect target populations within the youth population as well as the kinds of training programs provided. On the other hand, some PICs have set a minimum floor - leaving open the option to negotiate with specific programs that provide services to participants who may achieve less.

Any way you go, be aware of the ramifications of your recommendations to the subcommittee. Spell out what one decision might mean versus another using local examples.

STEP 5. Submit to the PIC Subcommittee

You may wish to have one of the PIC members who served on the work group make the presentation. Elicit reactions from subcommittee members. This step may put you back to more staff work or on to Step 6.

STEP 6. Submit to Full PIC

Again, the chair of the subcommittee or a member should make the presentation. PIC members may or may not have lots of questions and suggestions. Again, this step may call for more work by the staff and possibly the working group.

Once the PIC says "yes" to the document, you have effectively "recognized PIC competencies."

This document must be sent to the Governor's office through some means identified by them. Most places have either included it in their program plan or will send it as a modification to the plan.

STEP 7. Implementation

Once you have identified the competencies that are relevant for the SDA, defined them in some measurable way and they have been "recognized," the PIC/SDA has a competency based system in place that can be used both programmatically and for purposes of the performance standards.

The PIC must now decide how to begin "counting" competency attainment as positive outcomes. One way is to issue a request for proposal (RFP) requesting programs using the competency system. Another might be to let programs already in operation modify their expected outcomes around these competencies.

One thing the PIC might want to do is to hold an orientation/training session for program staff. There are several reasons for this:

- While program operators may have been operating programs that had competency-based curricula, they must integrate the SDA-wide specific competencies into their own programming and management procedures;

- Not every youth operator has to have these competencies in their curricula. If the primary goal of a program is job placement, then placement is the "countable" outcome. Remember, even with a competency system in place, the SDA still must place some youth and some youth appropriately need to be and are ready to be placed.

- Competency systems may be threatening because they give the PIC an ability to measure and assess programs as well as program youth. To avoid undermining the effectiveness of the new system, the manner in which this evaluation capacity will be used ought to be addressed.

STEP 8. Continued Reassessment and Revision

This first year or two of operating a competency system should be approached as a trial period. The PIC will learn a lot about whether the competency standards have been set too high or too low; whether they are defined too broadly or narrowly; whether the behavioral indicators are adequate; and whether the measurement instruments (either identified by the PIC or the provider) are appropriate. This information should be used to revise the system on an ongoing basis.

CONCLUSION

This manual has attempted to provide PIC members with a framework from which to develop an effective system of youth employment competencies. We have tried to take some of the "mystery" away from how such a system evolves and tried to simplify some of the concepts.

We hope that we have delineated the difference between a specific competency and a system of competencies. A competency is a separate skill that can be learned and demonstrated by a program participant. A system of competencies is a range of skills that when learned will provide a young person with an opportunity to become marketable within the local work force. An effective system is held together by several key elements. The system should provide the program with the ability to assess, measure, document, and certify a participants progress.

A good competency system will provide your SDA with an ability to plan quality programs for disadvantaged youth with an eye towards long-term employment. Many of the young people entering JTPA programs will need to learn basic skills that will make them employable before becoming employed.

Many of these young people will enter programs with little to no previous work experience. Identifying competencies that are necessary to gain employment in the local labor market and designing a system around those specific skills will provide SDA's the opportunity to plan programs for many different types of participants.

APPENDIX

SUGGESTED RESOURCES

1. An Introduction To Competency-Based Employment and Training Programming for Youth Under the Job Training Partnership Act.

   This is a technical assistance guide (TAG) prepared by Brandeis University for the Employment and Training Administration, U.S. Department of Labor. This TAG provides a good overview of what competencies are and how to get the process started. It may be obtained by writing or calling DOL at:

   Department of Labor
   ETA
   601 D Street, N.W.
   Suite 9000
   Washington, D. C. 20001
   (202) 376-6622

2. Pre-Employment Competencies System.

   This document is the system developed by the Maine Eleven-County Service Delivery Area. This system deals with pre-employment skills only and is very comprehensive. It is a good example of where a system needs to get to through a long developmental process.

   To obtain contact: Philip Thibodeau, Eleven-County SDA, Hospital Street, State House Station 55, Augusta, Maine 04333, (207) 289-3375.

3. Pre-Employment Skills Competencies for Vermont.

   This document is a system developed for the state of Vermont (a single state SDA). This is also a comprehensive system dealing with pre-employment skills.

   To obtain contact: Peter Comart, Youth Planner, State of Vermont, Department of Employment and Training, P.O. Box 488, Montpelier, Vermont 05602-0488, (802) 229-0311.

4. Youth Employment Competencies: A Resource Manual.

   Prepared by the Wisconsin Youth Employment Competencies Task Force and The Governor's Employment and Training Office.

   This is a working document prepared by the state of Wisconsin to help SDA's in developing their local systems. To obtain contact the Wisconsin Governor's Employment and Training Office at (608) 266-5370.

5. The Comprehensive Program Overview.

This document is an overview of a system developed by the Remediation and Training Institute. This system provides for individualized, self-paced instruction, delivered on an open-entry, open exit basis. This model includes the instructional materials.

To obtain contact: Robert Taggart, Remediation and Training Institute, 206 King Street, 3rd Floor, Alexandria, Virginia 22314.

6. Youth Employment Competencies System. Pittsburg-Allegheny County PIC.

This document contains the pre-employment/work maturity competencies adopted by the Pittsburg-Allegheny private industry council. These competencies were developed by a process much like the one described in this manual.

To obtain contact: Robert McClenahan, Staff Assistant, Pittsburg-Allegheny County PIC, National Steel Center, 20 Stanwik Street, Pittsburg, Pennsylvania 15222, (412) 394-4768.

7. Youth Employment Competencies System. Birmingham Area PIC.

This document contains the pre-employment/work maturity and basic education competencies adopted by the Birmingham Area Private Industry Council. These competencies were announced in a request for proposal for the Program Year 1984.

To obtain contact: Bob Craig, Executive Director, Birmingham Area PIC, 2027 1st Avenue North, Suite 203, Commerce Center, Birmingham, Alabama 35203.

8. JTPA Youth Employment Competency System: A Model.

Prepared by the Kansas Task Force on Youth Competency

This is a working document prepared through a collaborative effort on the part of all five KANSAS SDA's. It is intended to be used as a model and adapted as necessary.

To obtain contact: Terry Moore, Technical Assistance and Training Supervisor or Jeff Forest, Technical Liaison at (913) 296-3031.